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AUTHOR Williams, Robert E.
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ABSTRACT

In 1972, the H.E.A. Title I staff, with the advice and consent of the New York State Advisory Council on Postsecondary Continuing Education, the Board of Regents, and the U.S.O.E., adopted as one of two priorities for a statewide program that of encouraging regional projects in postsecondary continuing education to provide information on: (1) needs and demands of adults in postsecondary continuing education; and (2) resources available from postsecondary continuing educational providers. This document discusses: (1) the historical development of regional efforts in postsecondary continuing education under H.E.A. I; (2) the present status of regional efforts throughout the state; and (3) the intended program emphasis for fiscal year 1976. The expected outcome of regional projects in New York State under Title I is to be a more rational approach to planning and programming for postsecondary continuing education and community service at the state, regional, and institutional levels. (Author/KE)

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PAST, PRESENT, AND FUTURE REGIONALLY-BASED,
STATEWIDE EFFORTS IN POSTSECONDARY CONTINUING
EDUCATION IN NEW YORK STATE UNDER H.E.A. I

Robert E. Williams
Associate State Administrator,
Title I, H.E.A. 1965
Bureau of Post-Secondary Continuing Education
New York State Education Department
99 Washington Avenue--Room 1925
Albany, New York 12230

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Interested Staff in Higher and Professional
Education
Robert E. Williams *REW*

January 19, 1976

Status of Regional Efforts Under Priority II, H.E.A. I

In New York State, funds from Title I of the Higher Education Act have been used to support studies of postsecondary continuing education in eight regions of the State. These studies have examined the need, as well as the opportunities, for such education. The purpose of the studies was to assemble data for local, regional, and Statewide planning for postsecondary continuing education.

Final reports on the above studies have been received from the following regions: Genesee Valley, Central, Northern, Northeast, and Mid-Hudson. An abstract of the recommendations follows, by region:

GENESEE VALLEY

Recommendations:

1. Periodically each postsecondary institution should reexamine the need for continuing education in light of its own mission to determine the harmony between the two factors.
2. Postsecondary institutions should review the educational needs of adults not now being met.
3. As with all college programs, continual and improved evaluation of continuing education offerings is important.
4. Postsecondary institutions should give greater attention to the guidance, counseling, and advisement of potential adult part-time students as a means of providing opportunities to this group and of increasing enrollments.
5. Cooperative, inter-institutional arrangements should be expanded to optimize services of provider institutions and to maximize benefits to adults.
6. Legislative and financial reform must be planned by postsecondary institutions to eliminate existing inequities between full-time and part-time student populations.
7. Non-traditional approaches to education should be developed within institutions willing to undertake such development.

CENTRAL

Recommendations:

1. There is need for a coordinated continuing education delivery system throughout the State.
2. Interinstitutional cooperation and coordination of efforts can help reduce or eliminate unnecessary competition among providers.
3. Postsecondary institutions should make available, to adults, through various means, adequate information about the educational opportunities available to them.
4. Postsecondary institutions, if they are to meet the needs of many adults, must decentralize their learning activities--but in a rational and coordinated fashion.
5. Postsecondary institutions should seriously consider reordering their policies and priorities to provide equitable financial assistance to adult part-time students.
6. Curricula should be reassessed in terms of its appropriateness for satisfying the needs of adult part-time students.

NORTHEAST

Recommendations:

1. Because most part-time students do not commute more than 20 miles to attend classes, off-campus learning centers should be established in localities farther than this from existing educational institutions.
2. Financial support should be provided for adults who presently do not or cannot access themselves of extant postsecondary educational opportunities, if an equitable system is to exist.

NORTHERN

Recommendations:

1. More continuing education programs should address the needs of older people.
2. Continuing education programs are required that will help the tourist and recreational industry of this region.
3. Admissions policies for adult part-time students should be more precisely articulated among postsecondary institutions.
4. Administrators of continuing education programs should be given greater flexibility by their institutions in determining course offerings in continuing education, especially at extension centers.
5. Support services for young homemakers who wish to continue their education should be initiated.

6. The continuing education needs of adult women, in general, and of young mothers, in particular, need to be given attention.
7. Increased outreach and promotional activities are necessary to attract adults, especially poor adults, to postsecondary continuing education opportunities.
8. The relationship between work and continuing education needs to be re-examined so that course offerings are more directly related to available jobs.
9. The functions of extension centers need to be re-assessed as they relate to meeting complete degree requirements.
10. To encourage the effectiveness of the consumer point of view in programming for the adult learner, greater attention should be given to the formation and use of advisory committees representative of selected target groups.
11. Each postsecondary institution should maximize its strong programs and not dissipate its resources by venturing into areas where it has little or no present expertise.
12. Postsecondary institutions should consider assisting adults in satisfying requirements for the Regents External Degree.
13. Postsecondary institutions should encourage the use of the Continuing Education Unit as a basis for recordkeeping in non-credit courses.
14. Appropriate educational institutions should help health services institutions to coordinate their educational activities and to share their resources with each other.
15. A regional recordkeeping, or transcript, system for continuing education programs would be very useful for adult part-time students.
16. A regional mechanism to help coordinate postsecondary education for lifetime learning which involves universities, colleges, BOCES, school districts, libraries, museums, and other providers would help to avoid unnecessary duplication of programs, encourage mutual support, and could be more cost-effective than present efforts.

MID-HUDSON

Recommendations:

1. Postsecondary institutions should address the need for pre-service and in-service training of counselors of adults who serve in educational institutions and community agencies.
2. Regional, cooperative mechanisms, including the use of technology, should be created to provide counseling/guidance/advisement services to those adults whose needs for postsecondary continuing education are not now being met, such as blue collar workers, veterans, women, and other by-passed groups.

3. Greater attention should be paid to modifying existing institutional programs and creating new ones to meet adult needs.
4. Technology should be more integrated into institutional programs aimed at satisfying adult needs.
5. The State of New York and its higher institutions should provide equitable financial aid to adult part-time students. Suggestions for doing this include extending the Tuition Assistance Plan and/or developing an entitlement program for all adults in the State.
6. Cooperative, inter-institutional arrangements should be developed for more flexible scheduling, for transfer agreements, and for increasing the availability of non-traditional programs for adult, part-time students.
7. Higher and postsecondary education, secondary school adult programs, and BOCES should promote stronger coordinating efforts between and among themselves.
8. Regionally-based pilot projects to stimulate the above should be developed and implemented.

* * *

Should you desire further information on our efforts, please contact me at 4-4396.

I intend to do three things in this paper: first, to provide a brief historical perspective on the development of New York State regional efforts in postsecondary continuing education under H.E.A. I; second, to discuss the present status of regional efforts throughout our State; and, third, to indicate the direction our program will take in FY 1976.

The Historical Development of Regional Efforts in Postsecondary Continuing Education in New York State Under H.E.A. I

Prior to 1971, it became increasingly obvious to those of us administering H.E.A. I that setting yearly priorities for our Statewide program on the basis of inadequate knowledge of and information on needs of adults and resources of postsecondary continuing education providers would not suffice for the future. At the same time, we were given directives by both the U.S.O.E. and the Regents to effect a meshing of Federal and State priorities in all programs operating under their joint aegis. Also, in 1971, then Governor Rockefeller directed all State agencies to regionalize their planning and program activities to make more efficient and effective State government operations. The Board of Regents complied with this directive by creating 8 higher (now postsecondary) education regions in the State which are coterminous with and include the State's Office of Planning Services' planning and development regions. (Map)

Thus, in 1972, the H.E.A. Title I staff, with the advice and consent of the State Advisory Council on Post-Secondary Continuing Education, the Regents, and the U.S.O.E., adopted as one of two priorities for our Statewide program, that of encouraging regional projects in postsecondary continuing education to provide information on (1) needs/demands of adults in postsecondary continuing education, and (2) resources available from

postsecondary continuing education providers--such information to be used as a basis for planning and programming in the future.

H.E.A. I staff developed eight analytical questions to serve as a guide to these regional efforts. (Chart #1) These questions were addressed to postsecondary continuing education providers to elicit the ways in which their efforts relate to both actual and potential adult part-time students. (It has since been suggested that Census categories of adults be used to make information-gathering and analysis easier and the data gathered more valid, compatible, and reliable.) Seven categories of providers were to be queried on resources available. (Chart #2)

In order to address more specifically the 8 analytical questions above, 17 categories of data for which we would like to have expanded information were suggested to the regions. Discussions with regional project directors led to common agreement by June of 1974 that, given the fiscal and other constraints of the H.E.A. I effort, projects would be required to report on only 4 of these 17 categories of data; i.e., enrollment, guidance/counseling, curriculum, and financing. (Chart #3) Project directors agreed to report on the other 13 categories as time, money, and interest permitted.

Following agreement on the above-mentioned 4 categories of information on which all projects would report, each of these categories was then broken down into specific data elements. (Chart #4)

The foregoing, then, is the background against which I shall now discuss the present status of our regional efforts throughout the State.

Present Status of Regional Efforts Under H.E.A. I Throughout the State
1972

The first regional project in the State was funded in New York City in 1972. It is operated out of Pace University and has been under the

guidance of the Regents Regional Coordinating Council for New York City.

A Regional Center Task Force comprised of collegiate deans and directors of continuing education, along with others from continuing education at the secondary level, proprietary institutions, cultural organizations, City government, and organized labor, among others, has provided policy guidance and technical assistance to the Center staff.

Given the size and complexity of problems in New York City and the amount of money projected as needed to address them, this project contracted only to assess resources for postsecondary continuing education in educational institutions. This effort resulted in a Directory of some 330 institutional resources for the City, which has been widely distributed. (Display) Other than the free copies sent to all institutions which provided information included in the Directory, copies have been available at a small cost. To supplement the Directory, a bi-lingual telephone referral service was established at the Center in January, 1974. Since then, over 12,000 inquiries for information have been received and processed. The referral service was publicized by a combined bi-lingual media approach, including information cards in subway cars and radio and newspaper announcements. In addition, the Center Director has provided workshops on information dissemination for librarians working in the Adult Independent Learner Project under Title I of the Library Services and Construction Act.

By July of 1975, the New York City Region had developed preliminary responses to the 8 analytical questions referred to previously--and without outside funding.

1973

In fiscal 1973, the Northeast, Central, and Genesee Valley Regions were provided initial funding.

The Northeast Region project originally involved a bifurcated effort, with a needs survey by State University of New York at Albany and a resources inventory by Siena College--both efforts coordinated by the Northeast Region Committee on Continuing Education made up of deans and directors of continuing education in degree-granting institutions of the Region who operate under the guidance of the Regents Advisory Council for the Northeast Region. The project also involves the Hudson-Mohawk Association of Colleges and Universities, as well as an ad hoc advisory committee of those outside of educational institutions.

The Northeast Region project has accomplished the following: (1) a Profile of Need(s) of adults in the region; (2) newspaper-type publications, on a semester basis, of all credit courses offered by degree-granting institutions in the region; (3) meetings of counselors in evening and extension programs of area higher institutions to apprise them of needs and opportunities available to adults in the region; (4) follow-up studies on course enrollments for summer sessions to determine extent of unnecessary overlap and duplication; (5) an adjunct faculty directory; and (6) a directory of resources in the region.

Work continues to detail information on resources of all postsecondary continuing education providers in the region. Sub-regional analyses of available data on needs is being undertaken for the Albany, Plattsburgh, and Utica-Rome areas of the region. In addition, a regionally-sponsored Statewide conference on Adult Counseling was held in Albany on October 1-2, 1975.

In regard to the areas of adult counseling and information dissemination, the following was found in the Northeast Region: (Data based on 1200 interviews of general population and 2000 questionnaires from actual students.)

Obstacles to Learning Cited By Users and Non-Users

<u>Reason</u>	<u>Users</u>		<u>Non-Users</u>	
	<u>Times Cited</u>	<u>% of Total</u>	<u>Times Cited</u>	<u>% of Total</u>
Information lacking on courses	86	6.4	189*	8.0

*Statistically significant at the $p = .001$ level.

Comparisons of Obstacles to Learning Between
Northeastern Regional Sample and National Sample

<u>Obstacle</u>	<u>% National Sample</u>	<u>% Northeastern Sample</u>
No information about where I can get what I want	16.5	26

Awareness of Non-Traditional Programs

<u>Program</u>	<u>% Users</u>	<u>% Non-Users</u>
Empire State College	31.2	18.8
Regents External Degree	14.5	5.6
University Without Walls	26.4	16.4
Mature Returning Students (HVCC)	17.7	7.5
Degree for Experienced Adults (CSR)	18.4	9.5

The Central Region project operates out of Cornell University and is managed by a regional committee of deans and directors of postsecondary continuing education who are guided by the Central Region Council of Presidents. The Council of Presidents is not a Regents regional council.

This project has accomplished the following: (1) a needs survey, (2) a resources inventory, and, (3) a demographic profile of adults, by townships, in the counties of the region.

Furthermore, the project staff has developed a taxonomy for courses, which has been suggested for Statewide adoption.

In addition, the project staff has developed four staff papers dealing with the following topics:

- (1) Towards a Concept of Continuing Education
- (2) The Adult Learner in Societal Context
- (3) Adult Learning Opportunities
- (4) The Knowledge Utilization System

A regional advisory committee, made up of both educators and non-educators, has provided policy guidance to the project from its inception and has started to address the future planning and programming implications of the data generated in the region. Work continues on the information-dissemination and the policy implications of the project data. Groups which have met separately thus far to discuss the policy and planning implications of the information generated include business and industry, cooperative extension, libraries, and the Appalachian Regional Commission counties in the State.

In regard to admissions, guidance, referral and related student services, the following was found in the Central Region: (Data based on 1500 interviews of general population.)

- 1) Less than 3% of the sample indicated no interest in continuing education activities. (i.e., 97% indicated an interest in continuing education activities.)
- 2) When adults were asked what instructional method they preferred for study in their chosen areas of interest, about 50% indicated interest in less-traditional or non-traditional forms of instruction such as on-the-job training, a group project, an independent project, correspondence, travel-study, tutoring, audio-visual, or other forms.
- 3) Lack of information was perceived as a barrier to 5% of the sample. Discounting those already involved in post-secondary continuing education, this translates to 27,864 adults in the region who perceive lack of information as a barrier.
- 4) While about 75% of those interviewed said that they were aware of courses which were available in their area, about 85% felt they would like to be better informed than they are at present.
- 5) Interestingly, for 52% of the sample, the main source of information about continuing education activities was found to be the newspaper, while about another 25% got their infor-

mation from bulletins or catalogs.

- 6) Thus, it appears that adults in the Central Region are looking for more information or possibly different kinds of information about continuing education opportunities than they are now finding. In many cases, a personal contact is needed to explain or interpret existing information.
- 7) When adults were asked whom they would consult for information about finding the right course or learning activity for their needs, about 65% indicated that they would consult a school counselor or source at the school.
- 8) Of the six different occupational groups on which data was gathered, blue collar workers and the unemployed said lack of information was the greatest barrier to participation.
- 9) As a result of information gained through this project, one two-year institution in the region decentralized its programs with faculty doing the traveling. The public's response has been to become involved. Other institutions are also moving closer to where their clienteles live--in one way or another.

The Genesee Valley project operates out of Rochester Institute of Technology and Rochester Area Colleges, Inc. and under the guidance of the Regents Advisory Council for the Genesee Valley Region.

Accomplishments, to date, include (1) publication and dissemination of a comprehensive directory of postsecondary continuing education resources in the region, which includes information on programs and course offerings, enrollment, faculty, counseling/advisement, tuition/fees, and other items of interest to adult students, and (2) a survey of needs of adults.

In regard to student administrative services in the Genesee Valley Region, the following was found: (The total sample was 381 or 22% return on 1700 questionnaires.)

- 1) Lack of information was cited as a barrier by 8.4% of the total sample, which included 10.0% of actual learners and 9.8% of potential learners.
- 2) Almost 40% of the total sample indicated guidance/counseling/advisement barriers as most important in hindering their being involved with continuing education.

- 3) Better advisement, at ideally located centers, according to the surveyed adults will lead to increased participation.
- 4) A special study was done on blue collar workers in the region. For this group, over 13% cited lack of information on places and people offering what they want as the most important barrier to furthering their education.

Plans exist to analyze further the data available and the needs of specific target groups, such as blue collar workers and women.

1974

In 1974 initial funding was provided to the Northern and Mid-Hudson Regions.

The Northern Region project is funded through Clarkson College and operates out of State University College at Plattsburgh in cooperation with the Associated Colleges of the St. Lawrence Valley.

Work is in progress on both a needs survey and a resources inventory. Both should be completed by this fall. After that time, attention will be turned to policy analysis, information dissemination activities, and program planning.

The Mid-Hudson Region project was originally funded through Marist College in cooperation with the Associated Colleges of the Mid-Hudson Area. Under this sponsorship a survey was completed of counseling and guidance opportunities (primarily non-educational), as well as a demographic profile of adults in the region. Contacts have been initiated with the library system in the region to expand the capabilities of librarians to advise adults on postsecondary continuing education opportunities. Information on both the needs of adults and available resources of postsecondary continuing education providers will be available by the fall of 1975.

A telephone referral service has also been initiated in the northern sector of the region at State University College at New Paltz.

In 1975 the recipient institution for a continuation grant has become Marymount College. The project plans to concentrate in the future on: (1) coordination of opportunities; (2) information dissemination to adults, including development of a region-wide counseling system; (3) acquiring more meaningful data on needs and resources; and (4) development of a viable structure for planning and coordinating regional activities in postsecondary continuing education.

In regard to the Mid-Hudson Region, a Special Survey of Counseling Services Available from Non-Educational Agencies was made. Findings from this survey follow:

- 1) Geographic distribution of services throughout the seven counties of the region was found to be uneven. i.e., Lack of accessibility.
- 2) Services designed for a general population appeared less apt to receive support from public funding, even when associated with publicly funded institutions, than those for special populations.
- 3) While there are obvious efforts to reach out to disadvantaged populations, there was no evidence to attempts to reach out to the working class (for example, through services made available in working situations and in residential developments).
- 4) Less than a third of all services (i.e., 23 agencies, four special programs and two outreach centers) gave high priority to assisting individuals to discover and consider a wide variety of educational options. For the majority of agencies, this type of educational counseling is incidental (and, in some cases, irrelevant) to their primary purposes.
- 5) The amount of educational information actually collected and utilized by agencies appeared to be limited, in the majority of cases; even those agencies which attempt to maintain extensive information encounter many difficulties in obtaining it.
- 6) Methods of educational counseling employed by the agencies surveyed are extremely traditional, for the most part. Group techniques are underutilized; technology is not used for any purpose.
- 7) Concern with training personnel for work in the rather specialized field of counseling and referral in continuing

education appeared to be minimal on the part of employers, although counselors themselves stressed the need for such training. There was wide variation among agencies with regard to professional qualifications of counselors.

- 8) There is an obvious lack of resources to offer the training mentioned in point #7 above.
- 9) There is evidence of a steady, although geographically uneven, growth in educational counseling services but many of the newer agencies, as well as many of the older ones, are not primarily concerned with increasing educational options for a general population.
- 10) There is no evidence of any region-wide approach to planning, developing, and coordinating counseling and referral services in continuing education.

Summary of identified needs for the Mid-Hudson Region:

- 1) Access
- 2) Standards for services
- 3) Orientation of counselors to uses of technology
- 4) Overcoming parochialism and institutional self-interest of counselors
- 5) Increase knowledge of educational options to working class people
- 6) Orientation of counselors to developmental needs of adults and to methods of organizing and disseminating educational information
- 7) Directory of continuing education resources for the region, including opportunities in all post-secondary institutions and agencies

Also, in 1974, the New York City, Central, and Genesee Valley Regions received supplemental grants to continue and expand their project activities.

1975

Both the Long Island and Western Regions were provided initial funding in FY 1975 to accomplish the two objectives mentioned earlier: (1) assessment of needs/demands of adults for postsecondary continuing education opportunities; and (2) survey of resources of postsecondary

continuing education providers.

Also, in 1975, the Northeast, Mid-Hudson, New York City, and Genesee Valley Regions have asked for additional funds to continue and expand their respective projects.

Summary of Progress to Date

Chart #5 summarizes accomplishments to date and projected accomplishments over the next year. What the chart indicates is that, by July 1, 1975, we had available, at the State level, information on needs and resources from 3 of the 8 regions (Genesee Valley, Central, Northeastern); by fall, 1975, we will have available information from 6 of the 8 regions (with the addition of New York City, Mid-Hudson, and Northern); and by June, 1976, information from all regions. Thus, preliminary statements, in answer to the 8 analytical questions and based upon the 4 data categories (relating to needs and resources), can be made by the winter of 1975, and updated in the spring of 1976, with a summary (really status) report made for the State by the summer of 1976.

Future for H.E.A. I in New York State

To date, one goal of our activities has been the inclusion in the Regents 1976 Statewide Plan for development of Education Beyond High School of a major section on postsecondary continuing education (or life-long education). Those of you who may have seen the Regents 1976 Statewide Plan Bulletin know that we are making progress toward achieving that goal.

In 1974, responding to a letter from our State Advisory Council on Post-Secondary Continuing Education, Commissioner Nyquist asked Dr. Norman Kurland to head a Regents Study entitled, "The Education of Adults in the Last Quarter of the Twentieth Century." Major foci of Dr. Kurland's

study include: financing; information; counseling; adult learning goals; and the promotion of lifelong learning. In January, 1975, Dr. Lucy Comly, assistant to Dr. Kurland, completed a report on community-based educational career information and counseling services for adults. Dr. Comly's report relied heavily on the study done under Title I in the Mid-Hudson Region. The regionally-based Statewide conference on adult counseling held in Albany on October 1-2, which I mentioned earlier, grew directly out of these preceding efforts.

For those regional projects under H.E.A. I which already have available information on resources in postsecondary continuing education, it has become clear that the providers who have cooperated in supplying such information would like to see it disseminated quickly and effectively to the widest possible range of adults. Thus, in FY 1976, Priority II of H.E.A. I will be devoted to funding projects in the State's Regents' regions, as warranted, for the purposes of refining and disseminating, inter- and intra-regionally, the information gained through Priority II projects funded from 1972-1975. This information includes data on resources at postsecondary continuing education provider sites and on needs/demands of target groups. Such projects should include the development of administrative mechanisms aimed at the goal of the Priority II area; i.e., developing a comprehensive, coordinated statewide system of postsecondary continuing education through a regional approach.

In addition, consideration will be given to funding regionally-based community service projects which are based upon the aforementioned regional assessments. In FY 1976, particular attention will be given to regionally-based employment or job-related community service education projects.

In regard to all of the foregoing, I should like to indicate the

importance, the necessity, of follow-up as it pertains to disseminating and using the information generated by our regional projects--and this gets directly at the issue of building an organized and vocal constituency for postsecondary continuing education. It is our experience that a broadly-based, regionally representative advisory group is essential in order to insure the following: (1) that the right questions are asked in information-gathering, (2) that the information so gathered is displayed in a useful format, (3) that as many individuals and target groups as possible are involved in planning and programming based upon the information gathered, and (4) that comprehensive planning takes place.

Regional advisory groups should include the following kinds of representatives: both the public and private colleges and universities of the region; parochial schools, where they exist; secondary schools and intermediate level educational organizations; business and industry; organized labor; government agencies: Federal, state and local; social, cultural, and service organizations; and, of course, adult part-time students. Advisory groups should also be multi-racial and of both sexes.

Summary

To summarize, I have discussed briefly with you (1) the historical development of regional efforts in postsecondary continuing education under H.E.A. I, (2) the present status of regional efforts throughout the State, and (3) our intended program emphasis for FY 1976.

We expect the ultimate outcome of our regional projects in New York State under Title I to be a more rational approach to planning and programming for postsecondary continuing education and community service at the State, regional, and institutional levels. In the near future, we anticipate action-oriented community service projects proposed to us for funding to be based, in large measure, on the information generated

by our regional efforts to date. Thus, we in New York State have moved away from an intuitive or judgmentally-based priority-setting arrangement to a data-based, more rational priority setting system.

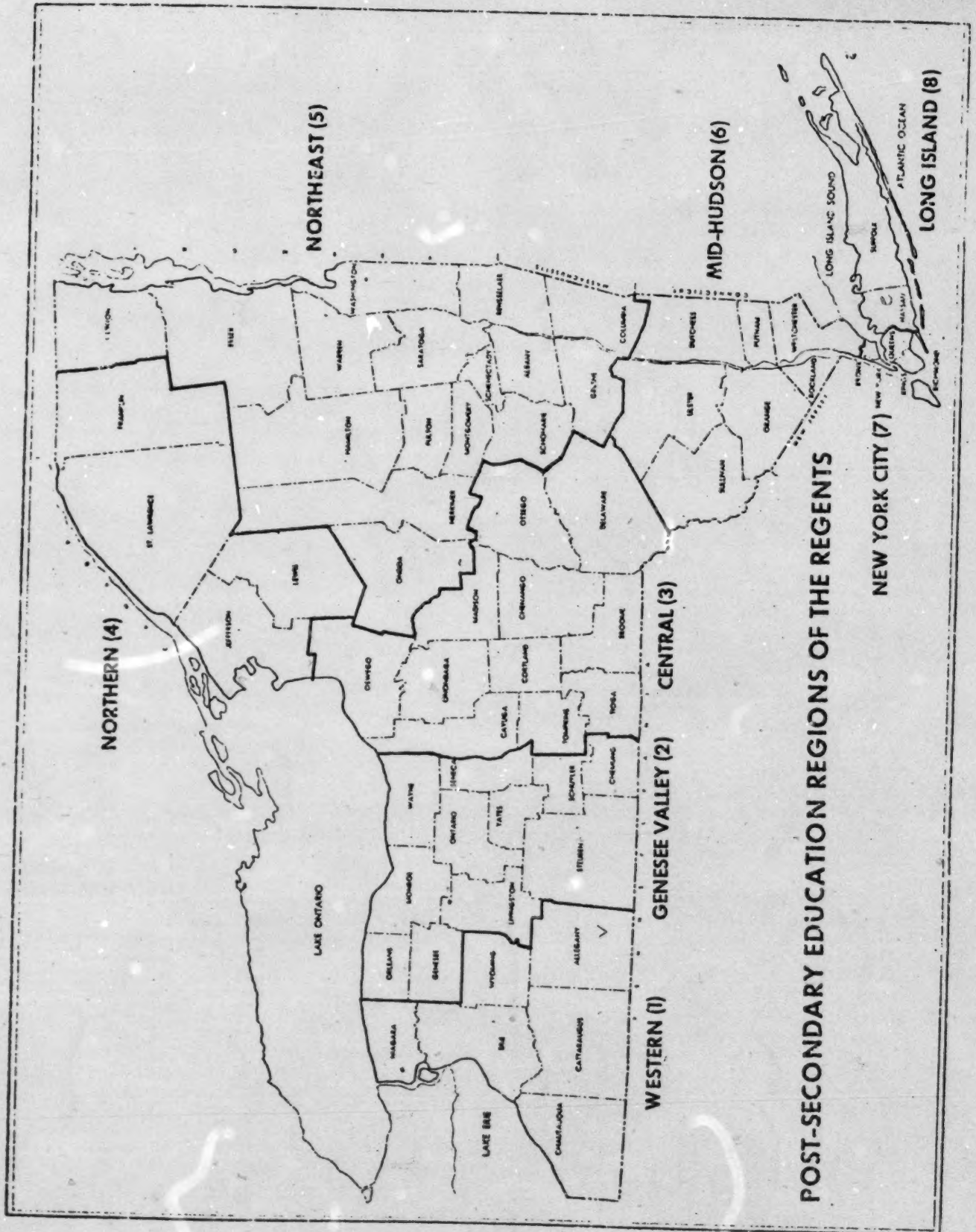


Chart 1: Suggested Analytical Questions to be Addressed by Regional Projects Under H.E.A. I

1. What is the nature and extent of educational needs/ demands of adults? (Both actual and potential students)
2. What difficulties (barriers) are being encountered in attempting the satisfaction of such educational needs? Financial? Administrative? Legislative?
3. Who is affected specifically?
4. Where are these people located?
5. What programs/courses are presently offered to address adult needs/demands, by whom and where?
6. How are such programs presently funded?
7. What programs are needed and where?
8. How might needed programs be financed?

Source: Bureau of Post-Secondary Continuing Education, New York State Education Department, Room 1925, 99 Washington Avenue, Albany, New York, 12230.

Chart 2: Suggested Categories of Providers to be Surveyed by Regional Projects Under H.E.A. I

1. Degree-granting postsecondary providers
2. Proprietary organizations
3. Vocational, Secondary, and BOCES
4. Civic, Social, and Cultural Organizations
5. Business and Industry
6. Labor
7. Government and Public Agencies

Source: Bureau of Post-Secondary Continuing Education, New York State Education Department, Room 1925, 99 Washington Avenue, Albany, New York, 12230.

Chart 3: Suggested Data Categories to be Addressed by Regional Projects Under H.E.A. I

- *1. Enrollments
- *2. Guidance/Counseling/Advising (including outreach/access)
- *3. Financing
- *4. Curriculum
- 5. Educational Technology
- 6. Organizational Structure
- 7. User Demand
- 8. Continuing Education and the Economy
- 9. Interface with Non-Traditional Approaches
- 10. Student Characteristics
- 11. Branch Campuses and Teaching Centers
- 12. Transfer Policies
- 13. Cooperative Arrangements/Consortia
- 14. Demographic Analysis
- 15. Faculty
- 16. Physical Facilities
- 17. Research

*Starred items are those upon which all regional projects have agreed to provide the State with information. Reporting on other items is desirable, but optional, at this time.

Source: Bureau of Post-Secondary Continuing Education, New York State Education Department, Room 1925, 99 Washington Avenue, Albany, New York, 12230.

Chart 4: Specific Data Elements to be Gathered on Four Data Categories by Regional Projects Under H.E.A. I

I. Enrollments: All Part-Time Students

- A. Fall 1973 Enrollment figures to be used
- B. Headcount figures for courses and programs
- C. Degree-credit, non-degree-credit, non-credit
- D. Special categories of students (not exclusive)
 - 1. Armed forces personnel
 - 2. Veterans
 - 3. Prison inmates
- E. Data to be provided, if possible, by categories of:
 - 1. Sex
 - 2. Undergraduate/graduate
 - 3. Public/non-public
 - 4. Two-year, 4-year, university level

II. Guidance/Counseling/Advising

- A. Availability from provider
- B. Type of service available
 - 1. Academic advising
 - 2. Personal/social counseling
 - 3. Career counseling
 - 4. Placement
 - 5. Testing services
- C. Conditions under which services are available
- D. Counselor/student ratio
- E. Who counsels part-time students? e.g., qualifications, background, etc.

III. Financing

- A. Range (minimum and maximum) of tuition/fees charged per instructional/credit hour per student per institution
- B. Types and extent of use of any student aid available to part-time students

IV. Curriculum: Use of Cornell Taxonomy

- A. By institution
- B. Of credit and non-credit courses

Chart 5: Actual and Projected Accomplishments of Regional Projects
Under H.E.A. I as of September 1975

Region	January 1, 1975	July 1, 1975	September 1, 1975	Later
#1--Western (Funded in FY 1975) <u>Needs</u> <u>Resources</u>				April-June, 1976
#2--Genesee Valley (Funded in FY 1973, 1974, and 1975)	<u>Resources</u> for all postsecondary providers	<u>Needs</u> of adults	Further analysis of data	Information Dissemination-- 1976
#3--Central (Funded in FY 1973 and 1974)	Both <u>needs</u> and <u>resources</u> / demographic profile		Further analysis of data	January, 1976 Dissemination mechanisms, refinement of
#4--Northern (Funded in FY 1974)		Both <u>needs</u> and <u>resources</u>	Further analysis of data	Disseminate information
#5--Northeast (Funded in FY 1973 and 1975)	<u>Needs</u> of adults/ courses available granters/ demographic profile			June, 1976 <u>Resources</u>
#6--Mid-Hudson (Funded in FY 1974 and 1975)	Counseling opportunities/ demographic profile		Needs/Resources	Further analysis of data and Information Dissemination-- 1976
#7--New York City (Funded in FY 1972, 1974, and 1975)	<u>Resources</u> of postsecondary degree-granters/ telephone referral service	Program/course summary <u>responses to 8</u> <u>analytical</u> <u>questions</u>	Counseling and finance Continue telephone referral service	Refine information dissemination process--1976
#8--Long Island (Funded in FY 1975) <u>Needs</u> <u>Resources</u>				April-June, 1976

REGIONAL DIRECTORS--HEA I--PRIORITY II PROJECTS

<u>Region</u>	<u>Year(s) Funded</u>	<u>Project Director</u>
Western Region (Region 1)	1975	Ms. Phyllis Herdendorf Director of Program IMPACT State University of New York at Buffalo Foster Hall, Room 325 3435 Main Street Buffalo, New York 14214 (716) 831-4834
Genesee Valley Region (Region 2)	1973, 1974, and 1975	Dr. Alexander Cameron / or Mr. Peter Carlivati Executive Director / Research Director Rochester Area Colleges, Inc. 50 West Main Street Rochester, New York 14614 (716) 262-2741, 454-2386
Central Region (Region 3)	1973 and 1974	Dr. John Wilcox Director Institute for Research and Development in Occupational and Continuing Education N.Y.S. College of Agriculture & Life Sciences Cornell University Department of Education Stone Hall Ithaca, New York 14853 (607) 256-6514
Northern Region (Region 4)	1974	Dr. Fritz Grupe / or Dr. Joseph Correa Executive Director / Coordinator Associated Colleges of the St. Lawrence Valley State University College at Potsdam Potsdam, New York 13676 (315) 265-2790
Northeast Region (Region 5)	1973 and 1975	Dr. Harry G. Walling, Jr. Director Cooperative Project to Improve Continuing Higher Education c/o Hudson-Mohawk Association of Colleges and Universities 849 New Loudon Road Latham, New York 12110 (518) 785-3219

Mid-Hudson Region
(Region 6)

1974 and 1975

Mr. Robert Vivona
Executive Director
Associated Colleges of the Mid-Hudson Area
6 Vassar Street
Poughkeepsie, New York 12601
(914) 471-8923

New York City Region
(Region 7)

1972, 1974,
and 1975

Mr. Ronald Miller
Project Coordinator
New York City Regional Center for
Lifelong Learning
Pace University
One Pace Plaza
New York, New York 10038
(212) 285-3213

Long Island Region
(Region 8)

1975

Dr. William Heston
Executive Director
Nassau Consortium on Higher Education
393 Front Street
Hempstead, New York 11550
(516) 489-0740